

**EVALUATING EFL TEXTBOOK BY MGMP BAHASA INGGRIS
FOR JUNIOR HIGH SCHOOL BASED ON THE ENGLISH 2013
CURRICULUM**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1439 H / 2018 M**

**EVALUATING EFL TEXTBOOK BY MGMP BAHASA INGGRIS
FOR JUNIOR HIGH SCHOOL BASED ON THE ENGLISH 2013
CURRICULUM**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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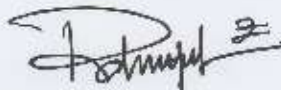
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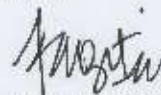
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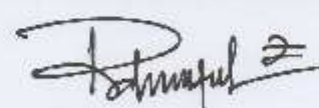

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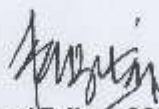
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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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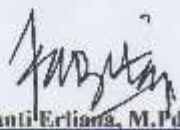
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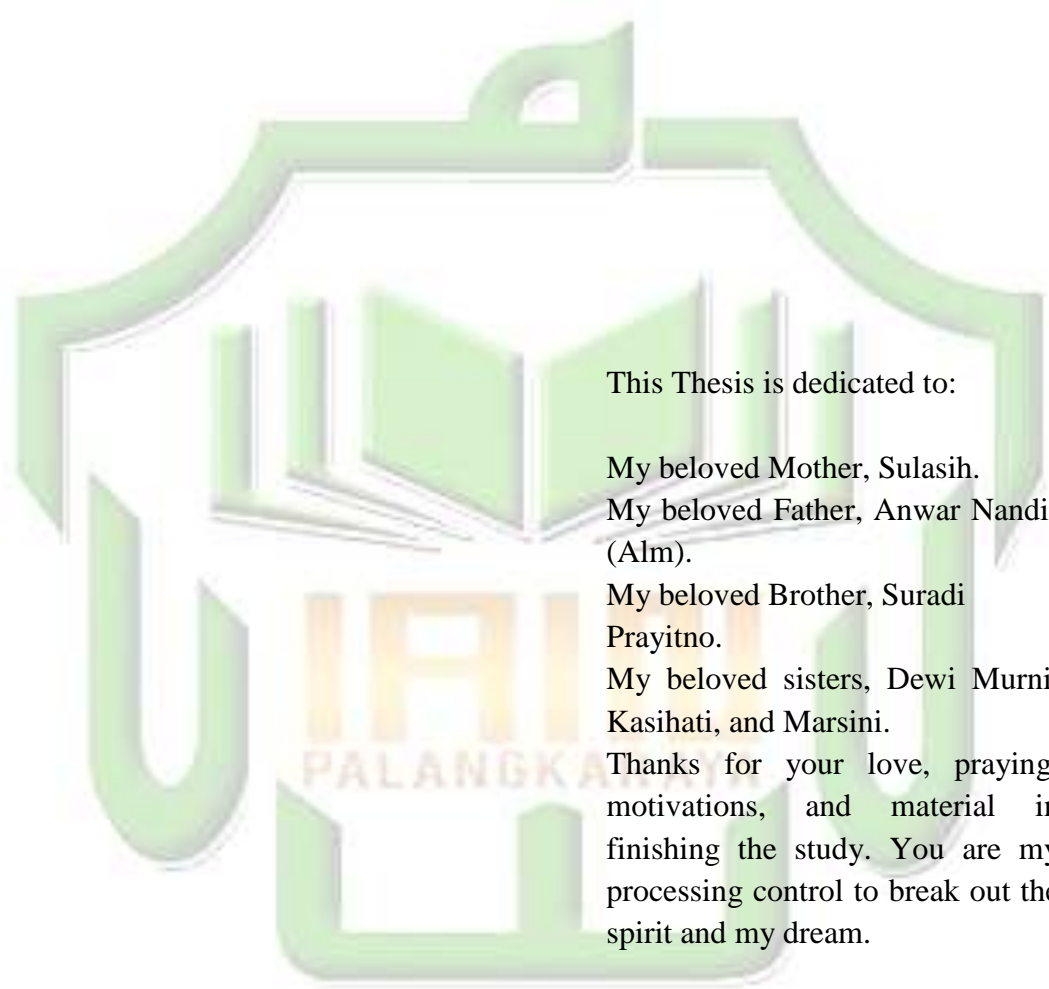
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MOTTO AND DEDICATION

“Education is the most powerful weapon which
can you use to change the world”

(Nelson Mandela)



This Thesis is dedicated to:

My beloved Mother, Sulasih.

My beloved Father, Anwar Nandir
(Alm).

My beloved Brother, Suradi
Prayitno.

My beloved sisters, Dewi Murni,
Kasihati, and Marsini.

Thanks for your love, praying,
motivations, and material in
finishing the study. You are my
processing control to break out the
spirit and my dream.

DECLARATION OF AUTHORSHIP

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Yours Faithfully,



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ABSTRACT

Marlina, Nanik. 2018. *Evaluating EFL Textbook By MGMP Bahasa Inggris For Junior High School Based On The English 2013 Curriculum*. Thesis. Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institut of Palangka Raya. Advisor (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd

Keywords : evaluating, textbook analysis, the 2013 curriculum

The purposes of this study are (a) to describe the relevance between the material with the cognitive aspect which are contained in the core and basic competence in 2013 curriculum in student book entitled “Mount: An English Book” for Junior High School Eight Grade. (b) to describe the relevance between the material with the cognitive aspect which are contained in the core and basic competence in 2013 curriculum in student book entitled “Mount: An English Book” for Junior High School Eight Grade.

This study used a descriptive qualitative method by using content analysis design. The object of the study is student english textbook entitled “Mount: An English Book” published by writing revolution in 2016. For the data collection, the researcher used observation equipped with observation checklist and document review as instrument. Then techniques in analyzing data are: classifying the materials, collecting the data, identifying the differences and similarities, and evaluating the materials.

The result of this study showed that : (1) The relevance of materials in that textbook was 23 (63,88%) relevant. It means that cognitive domain is categorized “**Fair**”. (2) The relevance of materials in that textbook was 18 (50%) relevant. It means that psychomotor domain is categorized “**Sufficient**”. Then according to the result of the study the researcher concluded that both cognitive and phsychomotor almost has the same disadvantages of relevance materials because these are less systematic with 2013 curriculum syllabus. For example, there is material (sub basic competence) in syllabus used spoken text but there is doesn’t exist in the textbook. Thus the researcher concluded that the textbook were logic and can be implementedas a learning source in the classroom. Although it still needs some revision to make it better. The researcher suggests the book writer to increase and improve the materials in this book, especially in term of psychomotor domain.

ABSTRAK

Marlina, Nanik. 2018. *Mengevaluasi Buku Teks MGMP Bahasa Inggris Untuk Sekolah Menengah Pertama Berdasarkan kurikulum 2013*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd

Keywords : evaluasi , analisis buku, kurikulum 2013.

Tujuan dari penelitian ini adalah (a) untuk mendeskripsikan kesesuaian materi dengan aspek kognitif yang terdapat di kompetensi dasar kurikulum 2013 dalam buku siswa yang berjudul “Mount: An English Book” untuk kelas 8 Sekolah Menengah Pertama. (b) untuk mendeskripsikan kesesuaian materi dengan aspek psikomotor yang terdapat di kompetensi dasar kurikulum 2013 dalam buku siswa yang berjudul “Mount: An English Book” untuk kelas 8 Sekolah Menengah Pertama.

Penelitian ini menggunakan metode kualitatif deskriptif yakni dengan menggunakan rancangan analisis isi. Objek dari penelitian ini adalah buku siswa yang berjudul “Mount: An English Book” diterbitkan oleh Writing Revolution tahun 2016. Untuk pengumpulan data, peneliti menggunakan observasi yang dilengkapi dengan lembar observasi ceklis dan tinjauan dokumen sebagai instrument. Teknik dalam menganalisis data antara lain: menggolongkan materi-materi, mengumpulkan data, mengidentifikasi perbedaan dan persamaan, dan mengevaluasi materi-materi.

Hasil dari penelitian ini menunjukkan bahwa : (1) kesesuaian materi didalam buku teks 23 (63,88%) yang sesuai. Maksudnya adalah bahwa buku tersebut dikategorikan “**Kurang**” dalam ranah kognitif. (2) kesesuaian materi didalam buku teks 18 (50%) yang sesuai. Maksudnya adalah bahwa buku tersebut dikategorikan “**Cukup**” dalam ranah psikomotor. Kemudian berdasarkan hasil yang didapat menyimpulkan bahwa kedua aspek tersebut hampir sama kekurangannya karena kedua aspek tersebut kurang sesuai dengan kurikulum 2013. Misalnya ada materi (dibagian kompetensi dasar) di dalam silabus menggunakan teks spoken tetapi didalam buku tersebut tidak ada. Dari penemuan tersebut, peneliti menyimpulkan bahwa buku tersebut secara logika dapat digunakan sebagai bahan ajar dikelas. Namun buku tersebut masih harus direvisi kembali agar lebih baik. Peneliti menyarankan kepada penulis untuk meningkatkan dan memperbaiki materi dalam buku tersebut sesuai dengan bagian kompetensi dasar, terutama dalam ranah psikomotor.

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Palangka Raya, May 2018

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LIST OF ABBREVIATIONS

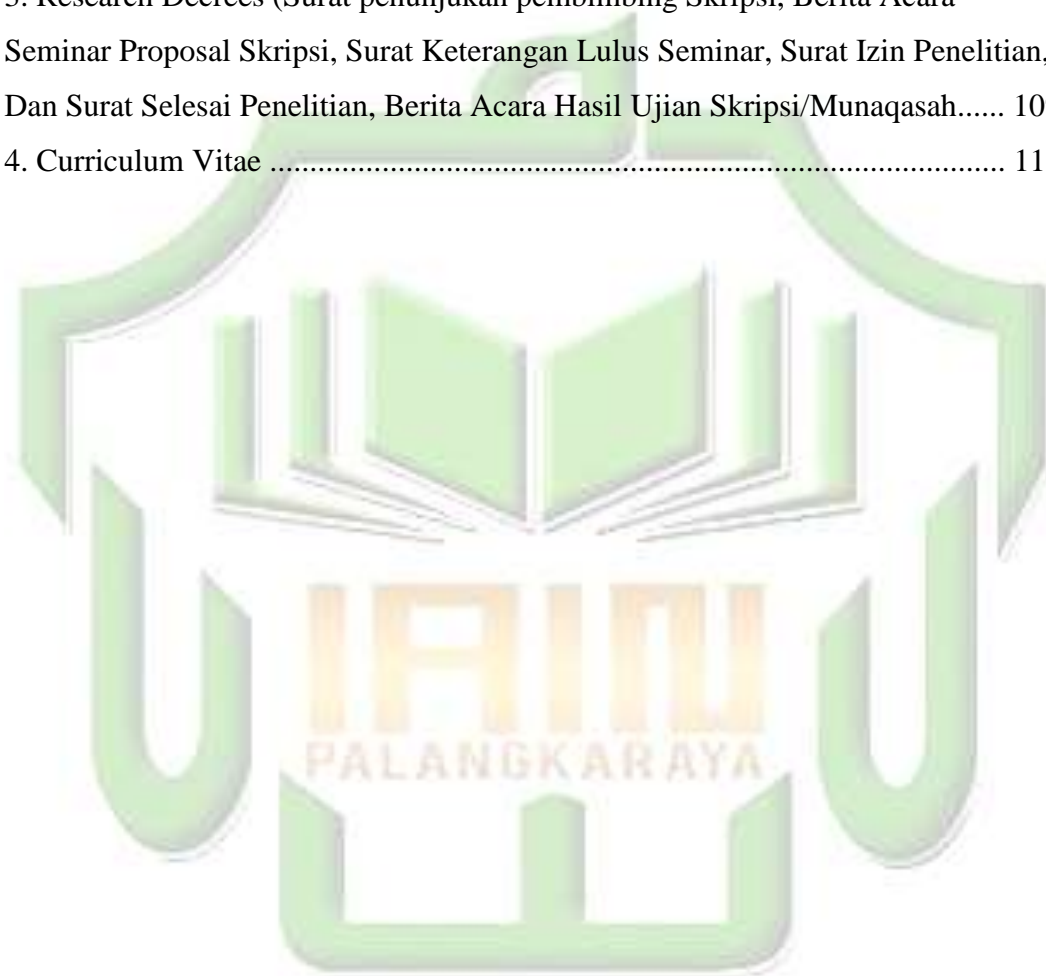
BSNP	: Badan Standar Nasional Pendidikan
KTSP	: Kurikulum Tingkat Standar Pendidikan
MECI	: Ministry of Education and Culture of Indonesia
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan



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CHAPTER I

INTRODUCTION

In this chapter explains about background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

In teaching learning process, materials are the most important component to support teaching learning in the school. As Nunan (1998:198) states that materials are in fact, an essential element within curriculum and do more than simply lubricate the wheels of learning. Because of the explanation, one of the materials in teaching learning process is textbook that can be one of the component that to support the teachers to help teaching learning process.

In Indonesian's educational system, textbooks were considered as the main components of the curriculum. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

So the researcher interesting in curriculum development. Because The 2013 Curriculum was actually a revised version of School-based curriculum. The responsibility of the curriculum was only outlining the content standard and competencies that must be achieved by 1

learners, while its implementation of the curriculum and the syllabus was in the hand of the school management. 2013 Curriculum added one more purpose of communication, that is presentational purpose in which learners use language not only to socialize and to get things done, but also to inform a piece of knowledge. Both curricula also required learners to master some text types carrying different functions and purposes through a series of activities either in spoken or written cycles such as 1)building the context, 2) modeling and deconstructing the text, 3)joint constructionof the text, and 4)independent construction of the text (Feez and Joyce: 2002).

Realizing in the academic many benefits for the development of textbook. So, in globalization era Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senior High School. Recently, by Peraturan Pemerintah No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Due to the new launched curriculum, there are several changes in some parts of education, including the teaching materials. Teaching

materials can be developed from many learning sources, one of it is from textbook, thus, it also need special attention regarding its changes toward recent applied curriculum. The adjustment of textbook to the recent curriculum should be conducted because English teachers tend to display a strong reliance on textbook usage. A good textbook should be reflected the curriculum which is applied. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan as cited in Ratnasari, 2014, p. 5). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

In palangkarayaAll of teacher MTs Kota Palangka Raya make textbook. The textbookis published for the studentsbook. It contains materials that will be learned by the students. The English textbooks entitled “Mount : an English book” Although this book is published by Writing Revolution in 2016. The writers of this book are the book writer team from MGMP MTs Kota Palangka Raya. Teacher book is textbook that is published for the teachers. It contains the procedures and tips how to teach English use student textbook. Whereas student textbook is textbook that is published for the students. It contains materials that will be learned by the students.

English student book in Junior High School entitled “Mount : an english book”. This is a new book that is published in 2016, so need an analysis to evaluate the content of this book in order to support the book

improvement. According to Azizifar and Baghelani (2014), there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and weaknesses in textbooks which have been already in use. The third one is that textbook evaluation can be very useful in teachers' development and professional growth. Hence, such activities also permit teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books.

Bloom in Poerwati and Amri (2013:47) states that there are three domains which should be learned by the students in teaching and learning process, they are Affective, Cognitive, and Psychomotor domains. However, domains that can be stated in the textbook are only Cognitive and Psychomotor domains. So, in this research the researcher tried to analyze the relevance of materials in this book with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains.

According to those reasons stated, the researcher is interested in doing a study entitled: **"Evaluating EFL Textbook By MGMP Bahasa Inggris For Junior High School Based On The English 2013 Curriculum"** The significance of this choice is that this textbook was published only recently and evaluating it will be an important need and of a great value. The evaluation can provide a reference for the subsequent

revisions and improvement of certain aspects of this fundamental textbook and related material as well.

B. Research Problem

1. How is the relevance between the materials with the Cognitive aspect which are contained in the Core and Basic Competence in 2013 Curriculum in student book entitled “Mount : An English Book” for Junior High School Eighth Grade?
2. How is the relevance between the materials with the Psychomotor aspect which are contained in the Core and Basic Competence in 2013 Curriculum in student book entitled “Mount : An English Book” for Junior High School Eighth Grade?

C. Objective of the Study

1. To describe the relevance between the materials with the Cognitive aspect which are contained in the Core and Basic Competence in 2013 Curriculum in student book entitled “Mount : An English Book” for Junior High School Eighth Grade.
2. To describe the relevance between the materials with the Psychomotor aspect which are contained in the Core and Basic Competence in 2013 Curriculum in student book entitled “Mount : An English Book” for Junior High School Eighth Grade.

D. Scope and Limitation

The study belongs to content analysis since this study focuses on analyze the relevance of materials in textbook and the Core and Basic

Competences in the 2013 Curriculum in terms of Cognitive and Psychomotor domains.

This book is written based on the 2013 curriculum. The textbook that researcher will analyze is student book “Mount : An English Book” for Junior High School Eighth Grade by MGMP *Bahasa Inggris* for the first semester and second semester and consist of 14 units and 156 pages.

E. Significance of the Study

The writer hopes that this research will be useful for:

1. The English Teacher

The result of this study can give information to the teachers in school of Palangkaraya so that they can choose what kinds of the material of the english textbook that is good for english teaching and learning.

2. The Students

The result of the study can give knowledge for the student because from interesting in English materials the students are able to receive and understand the materials of textbook becomes better. And make the students have a wide range of competence.

3. The English Textbook writers

This result of the study gives an inspiration for the book writers about the relevance between the materials written in this book and the Core

and Basic Competences in the 2003 curriculum in terms of Cognitive and Psychomotor domains.

F. Definition of Key Terms

The following terminology is used by the researcher to avoid misunderstanding in interpreting the meaning of the terms in this thesis.

1. Textbook

Textbooks are the primary resource for learners and for teachers as well. Textbooks may be represented in two facets: ideological and pedagogical.

2. Textbook analysis

Textbook analysis is one process of textbook evaluation.

3. Curriculum

Curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.

4. The 2013 curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective.

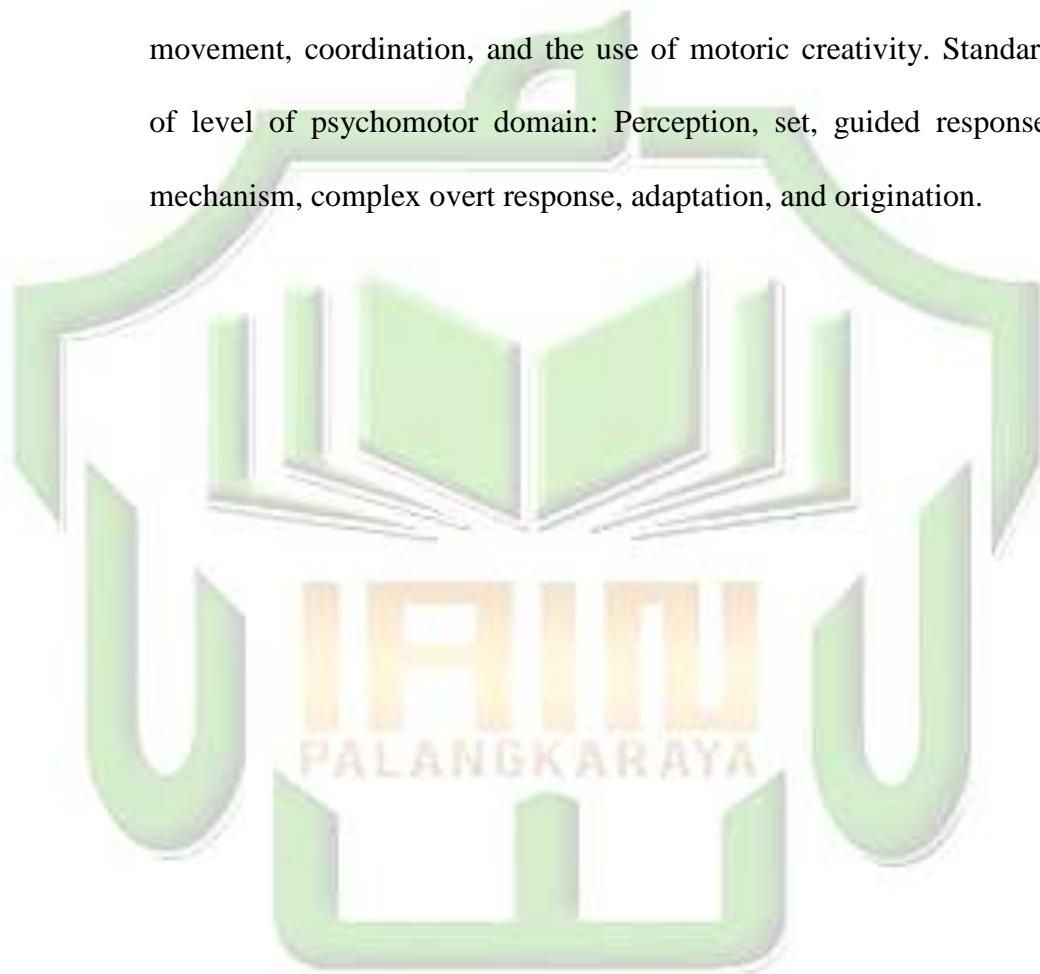
5. Cognitive Domain

Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been

learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

6. Psychomotor Domain

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain related to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. Standard of level of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this section explains about related studies, textbook, textbook analysis, Curriculum, the 2013 Curriculum, and cognitive and psychomotor domain,.

A. Related Studies

The researcher takes some studies have related studies as the comparison and guidance of this research.

First, IntanDwiAnggita Sari, (2011) had a research undertitle “The Relevance of Learning Materials of the English Textbook “Look Ahead” for the Tenth Year Students with the Institutional Level English Curriculum for Grade X”. The objectives of this study were to analyze the relevance of learning materials of English textbook “Look Ahead” for the tenth years students by Erlangga in 2007 with the institutional level English curriculum for grade X. This research used descriptive qualitative and quantitative research. The difference between this previous study and this research is different subject and object of the study. Also different method in research.

Second, Kamila (2014) did a study on the relevance of materials in 2013 curriculum textbook entitle “Bright” for Seventh Graders of Junior High School published by Erlangga to the 2013 Curriculum. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the English Standard Competence 2013. However, there are more materials which are relevant with the English Standard Competence 2013 than the materials which not. Thus, it can be

concluded that the materials in this textbook are quite relevant with the 2013 curriculum, especially with the cognitive and the psychomotor domains. This study has similarity with my study. The similarity is both of them use the same research design that is descriptive qualitative research design. However, there are differences between those researches. The subject of the study conducted by Kamila is textbook entitled “Bright” for seventh graders of Junior High School published by Erlangga, whereas this study is textbook entitled “*Mount : An English Book*” for eight graders of Senior High School and focus on the relevance between the materials written in that book and core and basic competences in the 2013 curriculum in terms of cognitive and psychomotor domains.

Third, Ratih Heriati (2017) had a research undertitle “The Relevance Analysis Of “Think Globally Act Locally” Book To 2013 English Curriculum And Bloom’s Taxonomy” The aim of the research is to analyze the relevance between the materials in the student book with the Core and Basic Competence in the 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 25 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 12 %, and 4 materials which are irrelevant or about 16 %. While in term of relevancy of

the materials in the textbook with the psychomotor domain, there are 33 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 9.0%, and 4 materials which are irrelevant or about 12%. This study has similarity with my study. The similarity is both of them use the same research design that is descriptive qualitative research design. However, there are differences between those researches. The subject of the study conducted by RatihHeriati is textbook entitled “Think Globally Act Locally” for nine graders of Junior High School published by the Ministry of Education and Culture based on 2013 Curriculum, whereas this study is textbook entitled “*Mount : An English Book*” for eightgraders of junior High School.

Forth, LarasRatnasari (2015) conducted a research undertitle “an analysis of the relevance of English material in textbook entitled *Pathway to English*” for the X Grade of Senior High School to the 2013 Curriculum”. This research used qualitative research design. The data gained from this research then analyzed using two research instruments. The first is interview and using checklist. The difference between this previous study and this research has different subject and object of the study. Meanwhile, here the researcher using one instrument that is observation checklist.

Fifth, Fitriyani (2013) did an analysis of English Textbook for seventh graders of Junior High School entitle “When English Rings a Bell”. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The study showed that

from the sides of communicative function of the nine integrated standard, the textbook was proportional enough because it contained almost the whole communicative competence through it. But from the side of age analysis, the book of “When English Rings a Bell” was not necessarily used on their grade although it was suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It was quite simple as their grade level. The unitizing of this textbook seems badly done. Some extent of the sub topic was not in uniting with materials in the book with the core and basic competences in the 2013 curriculum used descriptive qualitative method. If the researcher compares the study conducted by Fitriyani with this study, there is similarity and differences. The similarity is both of us used the qualitative research method in our study. The difference is the book that analyzed by me with the book that is analyzed by Fitriyani. The book that is analyzed by me is “*Mount : An English Book*” for eight graders of Senior High School, whereas Fitriyani used “*When English Ring A Bell*” for seventh graders Junior High School.

B. Textbook

1. Definition of textbook

The term coursebook and textbook are often used interchangeably in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a

certain country. Meanwhile, according to Nunan (2003: 230) coursebooks are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.

Textbook provide guidance for teachers and students. They present an attempt to distill and interpret the knowledge and scholarship of a given discipline. Additionally, textbooks give students information so that they may begin to understand individual concepts and general ideas. According to Briton, Woodward, and Binkley (1993:115), “textbooks, then, are a standard resource, reference, and instructional tool, and so, it is no surprising that it is from those institutional material that teachers teach and students learn”.

Keith (1986:24) states that, “the impact of textbooks on the quality of educational outcomes cannot be underestimated. Frequently, the classroom text is the only resources on a given subject to which students will be exposed in their entire educational careers. Moreover, textbooks shape and direct the content and methods of presentation used by many teachers”.

According Ornstein and Hunkins (1998:155) Textbooks are the primary resource for learners and for teachers as well. Textbooks may be represented in two facets: ideological and pedagogical. They represent, on the other hand, the community and reflect its beliefs. Textbook are pedagogical as they serve as guidance for teachers in

their role. Textbooks represent the primary source for students as well as for teachers. The power of the textbook is particularly evident when we realize that nearly 75% of the students total classroom time is spent while engaged with instructional material.

Some textbooks, nevertheless, fail to cope with school or community needs. As a result, some schools are compelled to supplement the teaching-learning activities with their own supplementary materials.

Senior (2006:144) states that, “they (textbooks) have clear organizational structural and contain careful balanced and graded grammar, vocabulary, skills work and task. Topics and themes are selected with attention to what is likely to be of interest to the presumed users of the book. The accompanying teachers book, written on the assumption that teachers will go through the book in a sequential manner, gives clear instructions as to how it should be used”.

With this idea in mind, one can conclude that the current textbooks should be easy to use for the teachers as well as for the students. A good textbook for students should be well designed, clear, and attractive. Concerning teachers, the teachers manual should contain methodological guidance that will help the teachers operate effectively in the classroom. All course books for the teachers should provide a sense of direction, coherence and continuity to enhance their language programs.

2. The role of textbooks

Allwright (1981) in Richards and Renandya (2002: 81) suggests that there are two positions on the role of textbooks in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.

Cunningsworth (1995) in Richards (2001) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
 - b. A source of activities for learner practice and communicative interaction
 - c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
 - d. A source of stimulation and ideas for classroom activities
 - e. A syllabus where it reflects learning objectives that have already been determined
 - f. A support for less experienced teachers who have yet to gain in confidence
- Richards (2001) outlines the role of materials as follows:

g. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in.

h. Materials serve primarily to supplement the teacher's instruction.

i. For learners, materials may provide the major source of contact they have with the language apart from the teacher

C. Textbook Analysis

Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters as cited in Cheng, Hung, and Chiech (2011, p. 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab (2013, p. 5) there are several reasons of evaluating textbook. One major reason is the need to adopt new coursebooks. Another reason is to identify particular strengths and weaknesses in textbooks already in use.

On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

There are three basic methods of evaluating textbooks according to Wahab (2013, p. 56), the first is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents

page and then skimming through the book to get a sense of organization, topics, layout, and visual.

This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods.

The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or a treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. In my view, Textbook analysis is an action that includes several activities such as the decomposition in the contents of textbook, differentiation and selection of the content then be classified and regrouped according to certain criteria.

In my opinion, textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists.

D. Curriculum

1. The definition of curriculum

Muhammad Joko (2008:77) states that “Etymologically, the curriculum is derived from the Latin, the ‘Curriculae’, means that the distance of race that must be taken by a runner. In the past, the

curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line”.

“A curriculum is a plan for learning consisting of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners” (Wiles Bondi,1989:3).

“Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals” (Kunandar,2011:124).

2. The Functions of Curriculum

Toto (2012:9) states that as some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn

at home. As for the community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

Oemar(2009:4) said that “In the opinion of Alexander Inglis , in his book Principles of Secondary Education, there are 6 functions of Curriculum”, named:

a. The Adjustive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. This is because the environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

b. The Integrating Function

Individuals are part of society, so that each individual must has the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.

c. The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d. The Propaedeutic Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

f. The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

E. The 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give their contribution to the society, nation, country, and world civilization. The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operational of competency standards.

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency

standards. Then, the core competence is broken down into basic competence. There are four corecompetences in 2013 curriculum, core competence 1 as religious domain, corecompetence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni: 2014:17). Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for eight graders of Junior High School:

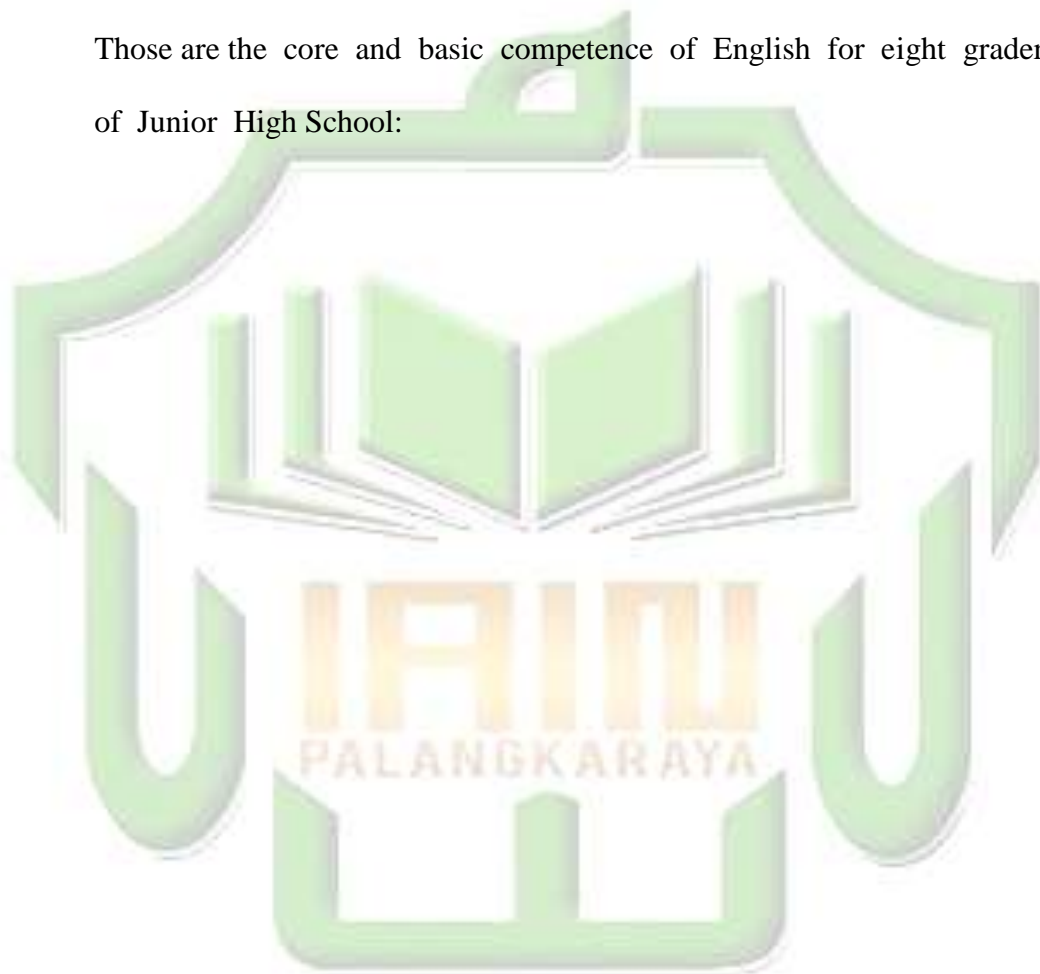


Table 2.1: Core and Basic Competence of 2013 Curriculum

Core Competence	Basic Competence
<p>3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.</p>	<p>3.1 Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context.</p> <p>3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.</p> <p>3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.</p> <p>3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.</p> <p>3.5 Apply text structure and language feature to implement the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.</p> <p>3.6 Apply text structure and language feature to implement the social function of stating and asking routine activity or general truth according to context.</p> <p>3.7 Apply text structure and language feature to implement the social function of stating and asking event that happens right now</p>

Core Competence	Basic Competence
	<p>according to context.</p> <p>3.8 Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.</p> <p>3.9 Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.</p> <p>3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.</p> <p>3.11 Apply text structure and language feature to implement the social function of stating and asking past events according to context.</p> <p>3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.</p> <p>3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.</p> <p>3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.</p> <p>3.15 Apply text structure and language feature to implement the social function of song</p>
4. Process, present, and reason in concrete domain (use, break,	4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving compliment

Core Competence	Basic Competence
<p>arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory</p>	<p>expression by notice on the right social function, text structure, and language feature according to context.</p> <p>4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.</p> <p>4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.</p> <p>4.4 Understood the meaning of personal invitation letter and greeting card.</p> <p>4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.</p> <p>4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.</p> <p>4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.</p> <p>4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social function, text structure, and language feature according to context.</p>

Core Competence	Basic Competence
	<p>4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.</p> <p>4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.11 Understood the meaning of short and simple spoken and written descriptive text.</p> <p>4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p> <p>4.13 Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.</p> <p>4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.</p> <p>4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.</p> <p>4.16 Understood the meaning of very short and simple message and notice.</p> <p>4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.</p>

Core Competence	Basic Competence
	4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable. 4.19 Understood the meaning of song.

Adapted from: *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah.*

F. Cognitive Domain and Phsycomotor Domain

According to Nasution (2008: 49), the curriculum conductors conducted the purpose of curriculum according to book entitled *Taxonomy of Educational Objectives* by Benjamin Bloom which is published in 1956. They divided the purpose of the study into three domain, Cognitive, Affective, and Psychomotor domain. Cognitive refers to the knowledge domain. It is related to the learner's thinking. Affective refers to the emotional and values domain. It is related to the learner's attitude. And Psychomotor refers to the use of motoric creativity. It is related to the learner's skill. Here, I reviewed more about Cognitive and Psychomotor domains which are related to this research.

1. Cognitive Domain

Cognitive domain related to the learner's thinking. This objective emphasizes remembering or reproducing something which has been learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

Winecoff (1988) stated, “The cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, terms) to the highest – evaluation (informed judgment).”

Bloom et al. (1956) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson (2001) revised the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are: 1) the names in the six categories from noun to verb forms, and 2) slightly rearranging them. The revised cognitive domain categories are: remember, understand, apply, analyze, evaluate, and create. The following picture shows the old version of Bloom’s taxonomy conducted by Benjamin Bloom and the new version of Bloom’s taxonomy conducted by Anderson:



Figure 2.2 The new version of Bloom’s taxonomy

In this study, the researcher used the new version of Bloom’s taxonomy conducted by Anderson as her research theory, and the researcher reviewed

more about it. The following table explains more about the cognitive process dimension according to Anderson:

Table 2.3 The Cognitive Process Dimension

Categories and Cognitive	Process Alternative	Names Definitions and Examples
1. Remember – Retrieve relevant knowledge in long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history).
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S history).
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.		
1.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form or representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents).
2.2 Exemplifying	Illustrating, Instantiating	Finding a specific example or illustration of concept or principle (e.g., Give examples of various artistic painting styles).
2.3 Classifying	Categorizing, Subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., classify observed or described cases of mental disorders).
2.4 Summarizing	Abstracting, Generalizing	Abstracting a general theme

2.5 Inferring	Concluding, extrapolating, Interpolating, predicting	or major point (s) (e.g., write a short summary of the events portrayed on a videotape).
2.6 Comparing	Contrasting, mapping, and matching.	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples).
2.7 Explaining	Constructing Models	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations).
		Constructing a cause-and-effect model of a system (e.g., explain the cause of important 18th century events in France)
3. Apply – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits).
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use newton's second law in situations in which it is appropriate).
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing and selecting.	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant numbers in a mathematical word problem).
4.2 Organizing	Finding, coherence, integrating, outlining,	Determining how elements fit or function within a structure (e.g., structure evidence in a historical description into

4.3 Attributing	parsing, structuring Deconstructing	evidence for an against a particular historical explanation). Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her political perspective).
5. Evaluate – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data).
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem).
6. Create – Put elements together to form a coherent or functional whole; recognize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypothesis based on criteria (e.g., generate hypotheses to account for an observed phenomenon).
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic).
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific purpose).

Taken from: Anderson, Lorin W. Krathwohl, David R. Airasian, Peter W. et al. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. London: Longman Group Ltd.

From the table above, the researcher concluded that there are specific action verbs which show the cognitive process. Here, the researcher has made a table that divided the verbs according to the cognitive domain categories:



Table 2.4 The Cognitive Domain Action Verbs

Cognitive Domain Category	Action Verb
1. Remember	Recognize, identify, recall, retrieve.
2. Understand	Interpret, classify, paraphrase, represent, translate, exemplify, illustrate, instantiate, categorize, subsume, summarize, abstract, generalize, infer, conclude, extrapolate, interpolate, predict, compare, contrast, map, match, explain, construct, model.
3. Apply	Execute, carry out, implement, use.
4. Analyze	Differentiate, discriminate, distinguish, focus, select, organize, find, coherence, integrate, outline, pars, structure, attribute, deconstruct.
5. Evaluate	Check, coordinate, detect, monitor, test, critic, judge.
6. Create	Generate, hypothesize, plan, design, produce, construct.

2. Psychomotor Domain

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination. In my view, Psychomotor Domain deals with manual or physical skills. It is the "doing" domain. The following table shows the further explanation of psychomotor domain:

Table 2.5 Psychomotor Domain

Psychomotor Domain				
Level	Category or 'level'	Description	Examples of activity or demonstration and evidence to be measured	Action verbs Which describe the activity to be trained or measured at each level
1	Perception	Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Use and/or selection of senses to absorb data for guiding movement Examples: Detects nonverbal Communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. Mental, physical or emotional preparation before experience or task	chooses, describes, detects, differentiates, distinguishes, feels, hears, identifies, isolates, notices, observe, recognizes, relates, see, selects, separates, touches,

2	Set	<p>Readiness, a learner's readiness to act. Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective.</p> <p>“By the end of the physical education program, students will be able to demonstrate the proper stance for batting a ball.”</p>	<p>arranges, begins, displays, explains, gets set, moves, prepares, proceeds, reacts, shows, states, volunteers, responds, starts,</p>
3	Guided Response	<p>Attempt. The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p> <p>Basic proficiency, the ability to perform a</p>	<p>Imitate or follow instruction, trial and error.</p> <p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand signals of instructor while learning to operate a forklift.</p> <p>“By the end of the</p>	<p>assembles, builds, calibrates, constructs, copies, dismantles, displays, dissects, fastens, fixes, follows, grinds, heats, imitates,</p> <p>manipulates, measures, mends, mixes, reacts, reproduces,</p>

		complex motor skill.	physical education program, students will be able to perform a golf swing as demonstrated by the instructor.”	responds sketches, traces, tries.
4	Mechanism	This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Competently respond to stimulus for action Examples: Use a personal computer. Repair a leaking faucet. Drive a car. “By the end of the biology program, students will be able to assemble laboratory equipment appropriate for experiments.”	assembles, builds, calibrates, completes, constructs, dismantles, displays, fastens, fixes, grinds, heats, makes, manipulates, measures, mends, mixes, organizes, performs, shapes, sketches.
5	Complex or Overt Response	Expert proficiency, the intermediate stage of learning a complex skill. The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated	Execute a complex process with expertise Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. “By the end of the industrial education program, students will be able to demonstrate proper use of	assembles, builds, calibrates, constructs, coordinates, demonstrates, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have

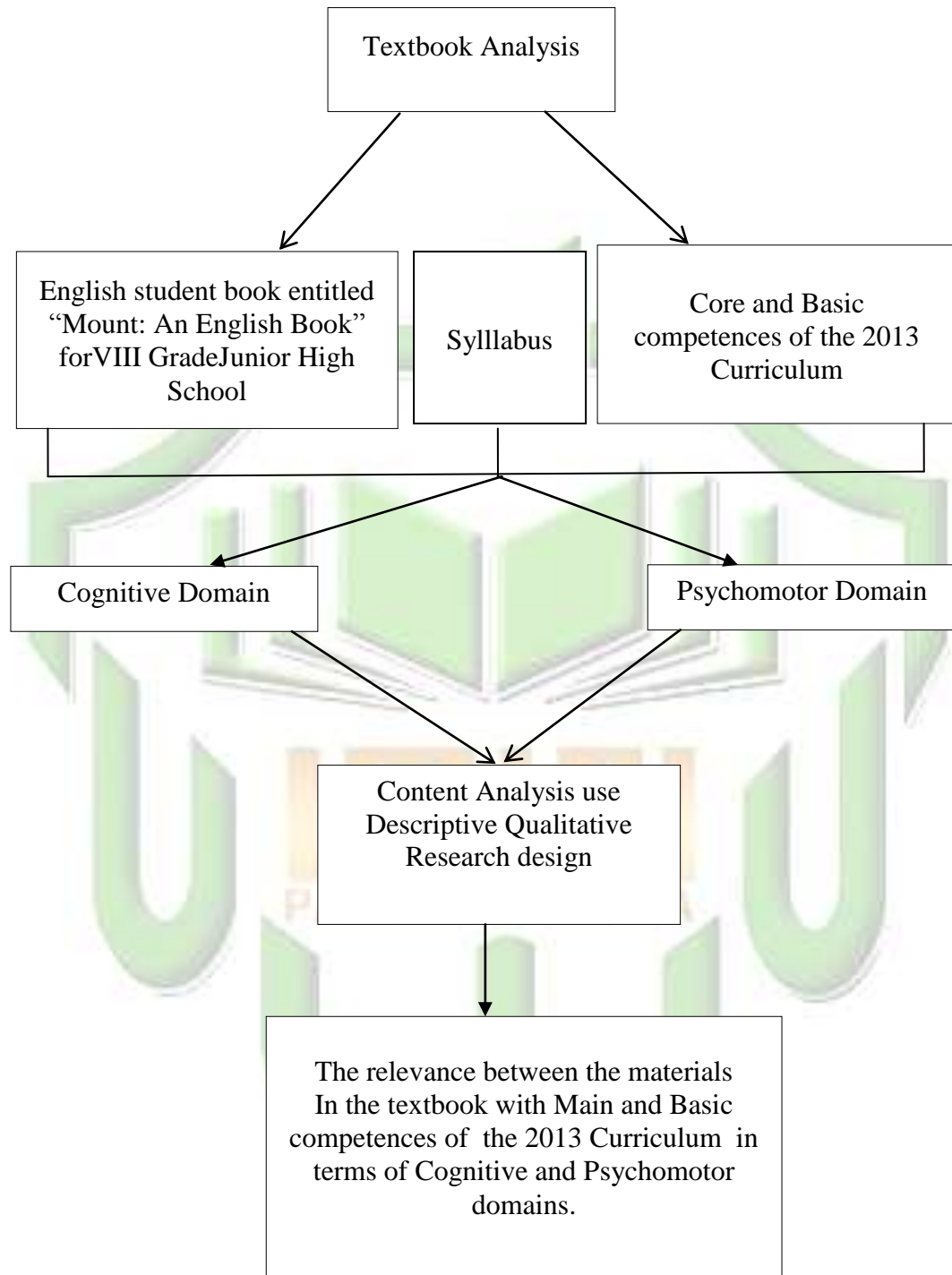
		performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	woodworking tools to high school students.”	adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
6	Adaptation	Adaptable proficiency, a learner's ability to modify motor skills to fit a new situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.	Alter response to reliably meet varying challenges Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in	Adapts, adjusts, alters, changes, integrates, rearranges, reorganizes, revises, solves, varies.

			performing the new task). “By the end of the industrial education program, students will be able to adapt their lessons on woodworking skills for disabled students.”	
7 .	Origination	Creative proficiency, a learner's ability to create new movement patterns. Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Develop and execute new integrated responses and activities Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.	arranges, builds, combines, composes, constructs, creates, designs, formulates, initiate, makes, modifies, originates, redesigns, troubleshoots.

Addapted from: Sitepu, B.P. 2012. *Penulisan Buku Teks Pelajaran*. Bandung: PT Remaja Rosdakarya.

G. Framework of the Present Study

This is a diagram of framework of the present study:



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

To get data in this study, writer needs method which is suitable with purpose's of study. Then the data will answer the problem of study. In the other words, when we talk about research design and approach, it means that we talk about the way to get data.

Since this study deals with analysis of the content of the textbook especially in the form of document book, the researcher was implemented descriptive qualitative content analysis as her research design. As stated by Moleong as cited in Setiawati (2015, p. 40), Qualitative research is a research which has purpose to understand phenomena about what is happen to the research subject, for instance behaviour, perception, motivation, act, etc., holistically, in descriptive way in forms of words and languages, in natural and specific context use various natural method.

This study was conducted by using content analysis because the data that were collected came from the textbooks. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior (Ary, Jacobs, & Sorensen, 2010, p. 29). The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

According to Krippendorff (1990, p.37), “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.

Content analysis is employed to analyze and describe the data. Anderson defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation.

To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. In this research, the researcher used book as her subject of study and did the analysis with break down the materials in the book into three categories, Cognitive and Psychomotor domains and examine them with relational analysis to Core and Basic competences of the 2013 curriculum.

B. Subject of the Study

The subject of this study is English student book for eight graders of Junior High School entitled “Mount : An English Book” which is

published by Writing Revolution in 2016. The writers of this book are the book writer team from MGMP MTs Kota Palangkaraya. This book is written based on the 2013 curriculum. The textbook consist of 14units and 156 pages. The Writer will be focus on just one book and all of the activities in the textbook in the scope of first semester and second semester. This research did at Perpustakaan IAIN Palangkaraya. The writer planned the research for two months from Desember 7th, 2017 until February 7th, 2018.

C. Source of Data

The object of this study is student English book for eight graders of Junior High School entitled “Mount : An English Book” which is published by Writing Revolution in 2016. The writers of this book are the book writer team from MGMP Kota Palangkaraya. This book is written based on the 2013 curriculum. The materials of each unit are organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. The researcher focused on just one book and all of the materials in the textbook in the scope of first semester and second semester.

D. Research Instrument

There are several instruments which are needed to collect the data. According to Ary (2010, p.421), the primary instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews.

Checklist has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope. There are two kinds of checklist that will be applied to answer the research questions. First, the checklist used to analyze the relevance of the materials with the cognitive aspects which are contained in the 2013 English Basic Competence. Second, the checklist used to analyze the relevance of the materials with the psychomotor aspects which are contained in the 2013 English Basic Competence. To give the conformity of the relevance of the textbook which will be analyzed the researcher give the indicator of the relevance. The indicators which will be used to analyze are the relevance of the materials based on Basic Competence in the 2013 Curriculum.

The relevance conformity is based on the Permen Nomor 2 Tahun 2008 Buku 8, Permen 11 Tahun 2005 (Pusat Perbukuan, 2005 Muslich 2010, p. 357-362). The indicator as followings:

$$\frac{RELEVANCE MATERIAL}{TOTAL OF MATERIAL} \times 100 = RESULT$$

The above formula then use to decide the result of data analysis.

The result contained four criteria presented in the following table :

Table 3. 1 The conversion of fulfillment of conformity materials into four proposed category (Pusat Perbukuan, 2011)

Range of fullfilment score	Category
0-25%	Poor
26-50%	Sufficient
51-75%	Fair
76-100%	Good

E. Data Collection Procedure

There are two techniques for collecting the data in this research, Observation and Document Review.

1. Observation

Nasution as cited in Sugiyono (2013, p. 310) said that, observation is a foundation for all science. The scientist only can work according the data, that is a fact about the real life which got by observation. That data collected and often helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly.

Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are

the most important are observation and remembrance processes (Sutrisno Hadi as cited in Sugiyono, 2010, p. 203).

The data from this study were collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the 2013 Curriculum in terms of cognitive domain. Third, the researcher compared the content of the textbook with the Curriculum 2013 in terms of psychomotor domain. The researcher used the tables of observation checklist as the observation instrument, this table modified from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP*. As stated by Cunnings as cited in Alavinia and Siyadat (2013, p. 154), one of the research instruments in content analysis is checklist. There are three kinds of observation checklist.

The first is observation checklist to observe the relevance between the materials in the book and the cognitive aspect in basic competence three of the 2013 English curriculum. In this checklist, there is a table consisted of two columns. The first column is the Basic Competence three of 2013 Curriculum. This column is split into two columns which contain basic competence and materials according to the syllabus. Second column is the materials written in textbook entitled "*Mount An English Book*". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence three, the page where the materials are written, and

checklist of the relevance between the materials and the basic competence and topic.

The second observation checklist is to observe the relevance between the materials in the book and the psychomotor aspect in basic competence four of the 2013 English curriculum. In this checklist, there is also a table consisted of two columns. The first column is the Basic Competence four of 2013 Curriculum. This column is split into two columns which contain basic competence and materials according to the syllabus. Second column is the materials written in textbook entitled "*Mount An English Book*". This column is split into three columns consist of the example of materials which are suitable with the materials in the basic competence four, the page where the materials are written, and checklist of the relevance between the materials and the basic competence and topic.

2. Document Review

Document is a note about past event or phenomenon. Document can be form of writing, picture, or monumental works of someone. The examples of written document are daily note, life histories, story, biography, rules, and regulation. The examples of picture document are photo, life picture, sketch, etc. document in form of works for example arts which can be in form of picture, statue, movie, etc. Document review is a complement for the use of observation and interview method in qualitative research (Sugiyono, 2013, p. 329).

In this study, the researcher reviewed the document in form of writing like book, articles, journals, and regulation about the 2013 curriculum.

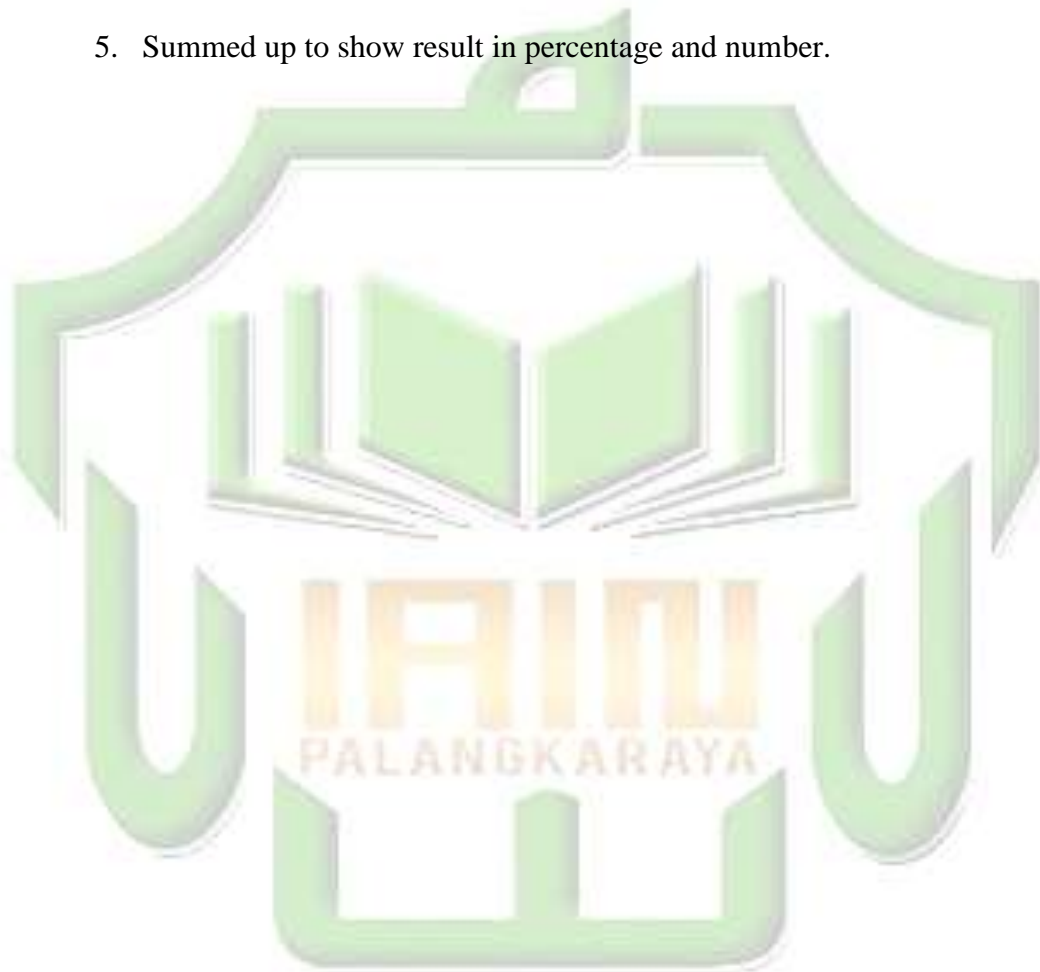
So, data collecting procedure for the first, the researcher was determined the textbook which is going to be analyzed. Second, the researcher was read and observed the materials of the textbook carefully. Third, the researcher compared the materials in the textbook with the 2013 English Core and basic Competences using checklist in order to know the relevance between the materials on the textbook to the 2013 English Core and basic Competences. The last, the researcher was collected the data then analyze them.

F. Data Analysis Procedure

The data of this study are all of the English learning material presented in this student English textbook entitled “mount : an english book” published by Writing Revolution for Eight Grades of Junior High School. The researcher do some procedures in the data analysis. They are:

1. Classifying the materials in the textbooks based on the basic competencethree as the cognitive domain and basic competence four as thepsychomotor domain.
2. Collecting the data from the data source and entering the data to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 Curriculum.

3. Identifying the differences and similarities between the materials in the textbook with those are suggested by Core and Basic Competence of 2013 curriculum and the Cognitive and Psychomotor domains of learning
4. Evaluating the materials in the textbook to find out its relevancy with the Core and Basic Competence of 2013 curriculum.
5. Summed up to show result in percentage and number.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will present the data presentation, research findings and discussion. This section covers discussion of data finding toward to the analysis of student english textbook entitled “Mount : An English Book” published by writing revolution.

A. Data Presentation

This section presents the data presentation of the textbook analysis entitled “Mount : An English Book” is a student english textbook designed for eight graders of junior high school. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the 2013 english standar competences. “Mount : An English Book” is printed in 155 pages. There are fourteen units presented in this textbook.

According to Priyatni (2014:17), there are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence 3 as cognitive domain, and core competence four as psychomotor domain. Core competences are broken down into basic competences. Core competence 1 is broken down into basic competence 1, core competence 2 is broken down into basic competence 2, core competence 3 is broken down into basic competence 3, and core competence 4 is broken down into basic competence 4.

Because the researcher just analyzed the relevance of textbook materials with cognitive and psychomotor domains, and just concerned on the basic competence three and four. Bloom's Taxonomy as comparison tool. The researcher compared the instruction of each material in the book with the Bloom's Taxonomy action verbs of Cognitive and Psychomotor domains. At first, researcher divided the materials in textbook according to subbasic competence three and four. Then, compared the instruction of each material with Bloom's Taxonomy action verbs and decided whether it was relevant, partly relevant, or irrelevant with them. The researcher used checklist to analyze the data found and marked the materials exist in the textbook with (√), and (-) for the materials required that do not exist in the textbook based on the sub-basic competences three and four and the topic. Then, interpreted the analysis by giving my own opinions.

Before analyzed the relevance between the materials in the textbook with the cognitive and psychomotor domains, the researcher divided the materials in textbook according to the chapters and the basic competence three and four. On each chapter, the textbook is divided into five parts: objectives of learning, some task (individual and group) and assesment. Each activity in the task students be able to discussion. So that the students could understand the materials better. Here, the presentation of the data in the textbook which has been analysed.

4.1 Data Presentation of Student English Book “Mount : An English Book” for Eight Grade Junior High School

Unit	Title	Basic Competence	Materials	Page
1	What do you think about this?	3.1 , 3.2, 4.1, 4.2	<ul style="list-style-type: none"> • Ask and give information • Ask and give opinion • Ask and give attention • Ask, offer or refuse help or something • Express admiration • Express capability and willingness 	4-18
2	My father is a mechanic.	3.6, 3.10, 4.7, 4.11, 4.12	<ul style="list-style-type: none"> • Read aloud in good pronunciation • Know kinds of professions, the duty the equipments and the workplace • Find out main idea and detail information in the text • Understand the structure of descriptive text • Describe people, things, or place clearly 	19-29
3	Come to my house, please.	3.4, 4.4, 4.5	<ul style="list-style-type: none"> • Invite someone oral and written form • Write an invitation • Write greeting card 	30-33
4	My sweet home.	3.9,4.10, 3.10,4.11, 4.12	<ul style="list-style-type: none"> • Read the descriptive text in good pronunciation • Spell words correctly • Find and mention main idea and detail information in the text. • Mention the text 	34-47

			structure <ul style="list-style-type: none"> • Write simple sentences correctly • Describe things clearly and fluently. 	
5	What is going on?	4.8, 3.7	<ul style="list-style-type: none"> • Telling on going activities. • Differentiate the activities and the fact that happens in the present. 	48-54
6	What did you do yesterday?	3.11, 4.13	<ul style="list-style-type: none"> • Telling activities in the past. • Differentiate the activities in the present and in the past. 	55-63
7	Letter from Pen Pal.	-	<ul style="list-style-type: none"> • Tell the purpose of writing a letter • Mention the information in a letter • Write letter on a paper or email 	64-74
8	I love Indonesia.	3.10, 4.11, 4.12	<ul style="list-style-type: none"> • Read aloud in good pronunciation • Identify the structure of descriptive text • Find out main idea of the text • Find out the detail information in the text. • Describe people, things, or place clearly 	75-82
9	The road is Under Construction.	3.13, 4.16, 4.17	<ul style="list-style-type: none"> • Respond to short functional text (notice/warning/caution) • Read short functional text (notice/warning/caution) • Write short functional text 	83-89

			(notice/warning/caution)	
10	It was a great holiday.	3.12, 4.14, 4.15	<ul style="list-style-type: none"> • Comprehend oral and written text. • Find main idea and detail information • Write a short recount text and biography • Tell a short recount text and biography 	90-98
11	Attention. Please.	-	<p>Respond the spoken and written announcement</p> <ul style="list-style-type: none"> • Give details information of announcement (events, time, venue) • Compose an announcement • Announce something orally 	99-105
12	One day, a merchant.	3.14, 4.18	<ul style="list-style-type: none"> • Read narrative text in good pronunciation • Find out main idea of each paragraph in narrative • Mention detail information of text including characters, setting, conflict, and resolution. • Retell a story (simple narrative) • Complete cloze passage with correct verb • Rearrange jumble sentences / paragraph into good story. 	106-116

13	Buy 1, get 1 free!	-	<ul style="list-style-type: none"> • Respond the spoken and written advertisement • Mention the purpose of advertisement • Describe the important information in the advertisement. • Advertise product or service orally or written 	117-123
14	A poem for my Mom.	-	<ul style="list-style-type: none"> • Find out the purpose of people write poems • Comprehend the meaning of the poem • Write down poems to express respect and feeling • Read poems loudly in correct pronuciation and good intonation and expression. 	124-126

B. Research Findings

In order to find out the relevance between the materials written in the book with the cognitive and psychomotor aspects, researcher used the observation checklist as research instrument. The researcher made an observation checklist of basic competence three and four compared with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated in Anderson, et.al (2001, p.67). The observation checklist is a table consisted of two columns. The first part is the relevance of textbook materials with the Cognitive Domain, and the second part is the relevance of textbook materials with the Psychomotor Domain. The table research data for each cognitive and

psychomotor aspect in basic competence is consisted of five columns which basic competence, materials (sub-basic competence), page of the book, example of materials, and relevance with basic competence and topic. In the following tables, the sign (√) means that the sub-basic competency and the material are irrelevant, partly and relevant.

a. The Relevance of the materials with the cognitive aspect

The first analysis was the analysis of the relevance between the materials written in the book with the Cognitive Domain. In this part, the researcher also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the cognitive domain, the researcher made an observation checklist. In this checklist, compared the instruction of each material which is included in the basic competence three with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated by Anderson and Simpson in Sitepu (2012, p. 96).

The observation checklist used by the researcher also consisted of two columns, The first column contained basic competence and materials according to the syllabus, while the second column contained the materials written in textbook, the page where the materials found, and the relevance with the materials with the basic competence.

Here is the first result analysis of materials based on basic competence three in student English textbook entitled "Mount: An English

Book” following table is research data cognitive domain for the relevance material.



Table 4.2 Research Data of Cognitive Domain for the Relevant Materials

Basic Competence Three (Cognitive Domain)		Mount An English Book				
Basic Competence Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	The Relevance with Basic Competence		
				Relevant	Partly Relevant	Irrelevant
3.1 Apply the text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context.	3.1.1 Spoken text for gaining attention in terms of expressions and responses	9,10	Spoken text : Read and comprehend the following dialogs. "Attention please ! All students gather in the yard soon. The headmaster will give announcement. Listen carefully and take notes if needed. Thank you."	✓		
	3.1.2 Spoken text for checking understanding in terms of expressions and responses.	-	-			✓

3.1.3 Spoken text for giving compliment in terms of expressions and responses.	12	Spoken text: “Express your amazement toward the pictures below.”	✓			
3.1.4 Spoken text for asking and giving opinion in terms of expressions and responses.	7,8	Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly. Dayu: “What do you think if we eat much durian?” Edo: : “	✓			

<p>3.2 Apply the text structure and language feature to implement the social function of stating and asking ability and willingness according to context.</p>	<p>3.2.1 Spoken and written text for stating and asking ability use modal <i>can</i>.</p>	<p>13,14</p>	<p>Spoken text: Write down some dialogues by using “Can you...?” After that, play the roles of the speakers. Say the sentences correctly and clearly.</p> <p>Written text: “Go around your classroom and interview your friends. Ask their capability and incapability. Put your information into the following table and report to the classroom orally”</p>	<p>✓</p>		
	<p>3.2.2 Spoken and written text for stating and asking for willingness use modal <i>will</i>.</p>	<p>15,16</p>	<p>1. Spoken text: Read and comprehend the dialogues by using “Will you..?” After that, play the roles of the speakers. Say the sentences correctly and clearly.</p> <p>2. Written text: Write sentences which express willingness based on the pictures.</p>	<p>✓</p>		

3.3 Apply the text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition, asking for permission expressions and responses according to context.	3.3.1 Spoken and written text for giving instruction in terms of expressions and responses.	85	1. Spoken text : Read the intructions/ prohibition below. Match the notice with the correct picture 2. Written text : Create notices based on the situations given	✓		
	3.3.2 Spoken and written text for giving invitation in terms of expressions and responses.	-	-			✓

	3.3.3 Spoken and written text for giving prohibition in terms of expressions and responses.	83, 85	1. Spoken text: Read the instructions/prohibitions below. Match the notice with the correct picture. 2. Written text: Listen and write the instruction/prohibition below picture.	✓		
	3.3.4 Spoken and written text for asking and giving permission in terms of expressions and responses.	-	-			✓
3.4 Apply the text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	3.4.1 Written text in terms of very short and simple personal invitation letter.	32	Written text: - Create invitation on the space given	✓		
	3.4.2 Written text in terms of very short and simple greeting card	33	Written text : After you learn the example, create your beautiful greeting card based on the following situations.	✓		

3.5 Apply the text structure and language feature to implement the social function stating and asking the presence of people, things, and animal in uncountable amount according to context.	3.5.1 Spoken text for stating and asking the presence of people in uncountable amount.	-	-			✓
	3.5.2 Spoken text for stating and asking the presence of things in uncountable amount.	-	-			✓
	3.5.3 Spoken text for stating and asking the presence of animal in uncountable amount.	-	-			✓
3.6 Apply the text structure and language feature to implement the social function of stating and asking routine activity or general truth	3.6.1 Spoken text for stating and asking routine activity or general truth events.	19-29	1. Spoken text : Work in group of three. Find a picture of profession. Discuss with your friends about its tasks, its, a equipment, and place. Then, present it in front of the class. The rest groups listen and take.	✓		

according to context.	3.6.2 Written text for stating and asking routine activity or general truth events.	21	1. Written text : Interview your classmates about ideal profession they like and the tasks. Then complete the following table by the information you have gathered.	✓		
3.7 Apply the text structure and language feature to implement the social function of stating and asking event that happens right now according to context.	3.7.1 Spoken text to state and ask something that happens right now.	51	Spoken text: Complete the dialogue below, then practice them with your partner	✓		
	3.7.2 Written text to ask and state something that happens right now.	49	Written text : Have a look at the picture below. And listen to your teacher carefully. Write what is happening there.	✓		
3.8. Apply the text structure and language feature to implement the social function of	3.8.1 Spoken and written text for stating and asking cause and effect relation.	-	-			✓

stating and asking cause and effect relation and contrary relation according to context.	3.8.2 Spoken and written text for stating and asking contrary relation.	-	-			✓
3.9. Apply the text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.	3.9.1 Spoken and written text for stating and asking the amount and character comparison of people.	39,40, 41	Spoken text : - Written text : Write sentences based on the pictures below.		✓	
	3.9.2 Spoken and written text for stating and asking the amount and character comparison of animal.	-	-			✓
	3.9.3 Spoken and written text for stating and asking the amount and character comparison of things	41	Spoken text :- Written text : Complete the sentences by using the words provided.		✓	
3.10. Apply the text structure and language feature to implement the social function of short	3.10.1 Short and simple written text to state and ask about people description.	20	Written text : Write 5 questions based on the text.	✓		

descriptive text by stating and asking about the description of people, animal, and things	3.10.2 Short and simple written text to state and ask about animal description.	23	Written Text: Arrange the sentences into good paragraph	✓		
	3.10.3 Short and simple written text to state and ask about things description.	21	Written text : Complete the following table by the information you have gathered. Then write down your report below.	✓		
3.11.Apply the text structure and language feature to implement the social function of stating and asking past events according to context.	3.11.1 Spoken text to state and ask past events.	56	Spoken text: Read the text and do the following exercises	✓		
	3.11.2 Written text to state and ask past events.	57	Written text : Based on the example above, please write the pattern of simple past tense	✓		
3.12.Apply the text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.	3.12.1 Short and simple spoken recount text.	55	Spoken Text: What is your story? Tell us your activitie last Sunday	✓		
	3.12.2 Short and simple written recount text.	59	Written Text: Arrange the following senteces into the correct order to form a good recount	✓		

3.13 Apply the text structure and language feature to implement the social function of short message and notice according to context.	3.13.1 Written text in form of short message.	-	-			✓
	3.13.2 Written text in form of notice.	84	<p>Written text:</p> <ol style="list-style-type: none"> Find 5 notice in the form of picture / sign and stick them on the spaces provided. Share your notice to your friends and ask your friend to list 5 other different notice in the following table. 	✓		
3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.	3.14.1 Spoken narrative text in form of fable.	107	Spoken text : Read the text carefully and do the following exercise.	✓		
	3.14.2 Written narrative text in form of fable.	110	Written text : complete the paragraph with the correct form of the verbs. After that write 5 questions based on the story.	✓		
3.15 Apply the text structure and language feature to implement the social function of song.	3.15.1 English Song.	-	-			✓

The researcher classified the written materials, then researcher resumed the findings. Here, the researcher concluded the conformity of textbook materials to the basic competence three in the following table:

Table 4.3 The Conformity of Textbook Materials to the Basic Competence Three (Cognitive Aspect)

The Relevance	The Basic Competence Three	Amount and Percentages
Relevant	3.1.1, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.3, 3.4.1, 3.4.2, 3.6.1, 3.6.2, 3.7.1, 3.7.2, 3.10.1, 3.10.2, 3.10.3, 3.11.1, 3.11.2, 3.12.1, 3.12.2, 3.13.2, 3.14.1, and 3.14.2	$\frac{23}{36} \times 100 = 63,88 \%$
Partly relevant	3.9.1 and 3.9.3	$\frac{2}{36} \times 100 = 5,55 \%$
Irrelevant	3.1.2, 3.3.2, 3.3.4, 3.5.1, 3.5.2, 3.5.3, 3.8.1, 3.8.2, 3.9.2, 3.13.2, and 3.15.1	$\frac{11}{36} \times 100 = 30,55 \%$

According to the table above, it can be seen that there are some materials which are relevant, partly relevant, and irrelevant with the sub-basic competence three. The materials which are relevant with the sub-basic competence are able to fulfil the purposes of the topic, language features, and social functions that are intended to be achieved by the students.

In specific, from the 36 materials, there are 23 (63.88%) materials that categorized to be *relevant*, 2 materials (5.55%) that categorized to be *partly relevant*, and 11 materials (30.55%) that categorized to be *irrelevant* to the basic competence, particularly the cognitive aspect.

According to those data above, the researcher concluded that the textbook is categorized “**Fair**” and relevant with the Cognitive aspect and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieve by the students.

b. The Relevance of the materials with the Psychomotor aspect

The last analysis was the analysis of the relevance between the materials written in the book with the Psychomotor Domain. In this part, the researcher also used the observation checklist as her research instrument. To observe the relevance of the materials written in the book with the psychomotor domain, the researcher made an observation checklist. In this checklist, compared the instruction of

each material which was included in the basic competence four with the action verbs mentioned in the Bloom's Taxonomy cognitive domain of learning which is stated by Anderson and Simpson in Sitepu (2012, p. 96).

The observation checklist used by the researcher is also consisted of two columns. The first column contained basic competence and materials according to the syllabus, while the second column contained the materials written in textbook, the page where the materials found, and the relevance with the materials with the basic competence.

Here is the second result analysis of material based on basic competence four in student English Textbook entitled "Mount: An English Book" following table is research data psychomotor aspect for the relevance material.

Table 4.4 Research Instrument of Psychomotor Domain for the Relevant Materials

Basic Competence Four (Psychomotor Domain)		Mount An English Book				
Basic Competence Topic	Materials (Sub-Basic Competence)	Page	Example of Materials	The Relevance with Basic Competence		
				Relevant	Partly Relevant	Irrelevant
4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving complement expression by notice on the right social function, text structure, and language feature according to context.	4.1.1 The instruction to compose simple spoken text to express and respond gaining attention expression.	10	Write your short dialogue below the pictures.		✓	
	4.1.2 The instruction to compose simple spoken text to express and respond checking understanding expression.	-	-	-	-	-
	4.1.3 The instruction to compose simple spoken text to express and respond giving compliment expression.	12	Express your amazement about giving compliment in the table based on the pictures.		✓	

4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.	4.2.1 The Instruction to compose written and spoken text to stating and asking someone's ability.	14	Work in groups of 4. Observe and discuss human and some animals' capabilities. Write the result of your discussion into table below.	✓		
	4.2.2 The Instruction to compose written and spoken text to stating and asking someone's willingness to do something.	15	Write sentences which express willingness based on the pictures.		✓	
4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expression by notice on the right social function, text structure, and language feature according to context.	4.3.1 The instruction to compose simple written and spoken text to state, ask, and respond giving instruction expression.	84	Spoken text :- Written text : Listen and write the instruction/ prohibition below the picture.		✓	
	4.3.2 The instruction to compose simple written and spoken text to state, ask, and respond giving invitation expression.	-	-			✓
	4.3.3 The instruction to compose simple written and spoken text to state, ask, and respond giving prohibition expression.	84	Spoken text : - Written text : Listen and write the instruction/ prohibition below the picture.		✓	

	4.3.4 The instruction to compose simple written and spoken text to state, ask, and respond asking for permission expression.	-	-			✓
4.4 Understood the meaning of personal invitation letter and greeting card.	4.4.1 The exercise about personal invitation letter and greeting card.	32-33	-invitation letter “creat invitation on the space given” -greeting card “creat your beautiful greeting card based on the following situations”	✓		
4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature according to context.	4.5.1 The instruction to compose written text in forms of very short and simple personal invitation letter.	32	Create invitation on the space given. 1. You will make a surprise small party for your mother’s birthday	✓		
	4.5.2 The instruction to compose written text in forms of very short and simple greeting card.	33	After you learn the example, create your beuatiful greeting card based on the following situations. 1. Your aunt is hospitalized. Your buy some fruits for her and put a card in the basket.	✓		

			What will the card say?			
4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal inuncountable amount by notice on the right social function, text structure, and language feature according to context.	4.6.1 The instruction to compose spoken and written text to state and ask about the presence of people in uncountable amount.	-	-			✓
	4.6.2 The instruction to compose spoken and written text to state about the presence of things in uncountable amount.	-	-			✓
	4.6.3 The instruction to compose spoken and written text to state and ask about the presence of animal in uncountable amount.	-	-			✓
4.7 Compose spoken and written text to state and ask for routine events or general truth by notice	4.7.1 The instruction to compose spoken text to state and ask for routine activity or general truth.	19	Spoken text : -			✓

on the right social function, text structure, and language feature according to context.	4.7.2 The instruction to compose written text to state and ask for routine activity or general truth.	37	Written text : Do you still remember the pattern of the simple present tense? Write down on the following space.	✓		
4.8 Compose spoken and written text to state and ask about event that happens right now by notice on the right social function, text structure, and language feature according to context.	4.8.1 The instruction to compose spoken and written text to state and ask for event that happens right now.	51	Spoken text : Observe your classroom, or other rooms at your school. Written text : Write down any activities that people are doing. Put your observation result in the following table. Then, report your data.	✓		
4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.	4.9.1 The instruction to compose spoken and written text to state and ask about cause and effect relation.	-	-			✓
	4.9.2 The instruction to compose spoken and written text to state and ask about contrary relation.	-	-			✓

4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.	4.10.1 The instruction to compose spoken and written text to state and ask for amount and character comparison of people.	41	Spoken text :- Written text : Complete the sentences by using the words provided. <i>Father's bike is than mine</i>		✓	
	4.10.2 The instruction to compose spoken and written text to state and ask for amount and character comparison of animal.	41	Spoken text : - Written text : Write sentences based on the pictures below.		✓	
	4.10.3 The instruction to compose spoken and written text to state and ask for amount and character comparison of things.	41	Spoken text : - Written text : Complete the sentences by using the words provided. <i>Dictionary is than notebook.</i>		✓	
4.11 Understood the meaning of short and simple spoken and written descriptive text.	4.11.1 The exercise about short and simple spoken and written descriptive text.	21	Spoken text : Interview your classmates about ideal profession they like and the asks. Written text : Write down your report below. Follow the	✓		

			example.			
4.12 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.	4.12.1 The instruction to compose short and simple spoken and written descriptive text about people.	19	Spoken : Read the text and comprehend it thoroughly. Written : Write 5 questions based on the text.	✓		
	4.12.2 The instruction to compose short and simple spoken and written descriptive text about animal.	77	Spoken text : - Written text : Complete the text with the correct words from the box.		✓	
	4.12.3 The instruction to compose short and simple spoken and written descriptive text about things.	43	Spoken and written : Choose one of your house spot. Then describe it shortly but clearly. Before you write a descriptive please remember that your writing must include structure of the text.	✓		
4.13 Compose spoken and written text to state and ask past events by notice	4.13.1 The instruction to compose spoken text to state and ask past events.	56	Spoken text : Read the text and do the following exercise.	✓		

on the right social function, text structure, and language feature according to context.	4.13.2 The instruction to compose written text to state and ask past events.	57	Written text : Please write the pattern of simple past tense.	✓		
4.14 Understood the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.	4.14.1 The exercise about short and simple spoken and written recount text.	90-95	Spoken : discuss these questions with a partner. Exchange your information with your friends. Written : underline all past verb in the previous texts in task 4. After that, write 5 simple past sentences by using those verbs.	✓		
4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.	4.15.1 The instruction to compose short and simple spoken recount text about activity, event, and phenomenon.	91	Spoken : Read the text carefully. After that, answer the questions.	✓		
	4.15.2 The instruction to compose short and simple written recount text about activity, event, and phenomenon.	96	Written : Create a story based on the following pictures.	✓		

4.16 Understood the meaning of very short and simple message and notice.	4.16.1 The exercise about very short and simple message.	-	-			✓
	4.16.2 The exercise about very short and simple notice.	86	Create notice based on the situations given. 1. Your father just painted the bench. You remind everyone not to sit on it.	✓		
4.17 Compose written text in form of very short and simple message and notice by notice on the right social function, text structure, and language feature according to context.	4.17.1 The instruction to compose very short and simple written message.	-	-			✓
	4.17.2 The instruction to compose very short and simple written notice.	84	Listen and write the instruction/prohibition below the picture.	✓		
4.18 Understood the meaning of spoken and written narrative text in form of short and simple fable.	4.18.1 The exercise about written narrative text in form of short and simple fable.	113	Written : 1. Work with your groups consisting 4-5 students. 2. Write down short story based the following	✓		

			pictures.			
	4.18.2 The exercise about spoken narrative text in form of short and simple fable.	113	Spoken : 1. Choose one story in this book or find another from other sources. 2. Retell it by your own words. You may use story map to help your story telling.	✓		
4.19 Understood the meaning of song.	4.19.1 The exercise about English song.	-	-	-	-	✓

The researcher classified the second written materials in the book according to the basic competence four of 2013 curriculum and find out its relevance with the pshycomotor domain of learning used the checklist instrument above, the researcher resumed the findings. Here, the researcher concluded the comformity of textbook materials to the basic competence four in the following table :

Table 4.5 The Conformity of Textbook Materials To The Basic Competence Four (Psychomotor Aspect)

The Relevance	The Basic Competence Four	Amount and percentages
Relevant	4.2.1, 4.4.1, 4.5.1, 4.5.2, 4.7.2, 4.8.1, 4.11.1, 4.12.1, 4.12.3, 4.13.1, 4.13.2, 4.14.1, 4.15.1, 4.15.2, 4.16.2, 4.17.2, 4.18.1, 4.18.2	$\frac{18}{36} \times 100 = 50 \%$
Partly Relevant	4.1.1, 4.1.3, 4.2.2, 4.3.1, 4.3.3, 4.10.1, 4.10.2, 4.10.3, 4.12.2	$\frac{9}{36} \times 100 = 25 \%$
Irrelevant	4.3.2, 4.3.4, 4.6.1, 4.6.2, 4.6.3, 4.7.1, 4.9.1, 4.9.2, 4.16.1	$\frac{9}{36} \times 100 = 25 \%$

Based on to the table above, it can be seen that there were some materials which were relevant, partly relevant, and irrelevant with the sub-basic competence four. The materials which were relevant with the sub-basic competence four were able to fulfill the purposes of guiding the students to use their psychomotor ability to create something with their creativity. While the materials which were not relevant the sub-basic competence four were not be able to fulfill all of the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

The reseacher also made a percentage form of the data analysis. At first made a percentage of the book relevancy with psychomotor aspect. There are 36 materials which include in the cognitive aspect according to the 2013 curriculum standard of contents.

In specific, from the 36 materials, there are 18 (50%) materials that categorized to be *relevant*, 9 (25%) materials that categorized to be *partly relevant*, and 9 materials (25%) that categorized to be *irrelevant* to the basic competence, particularly the cognitive aspect.

According to those data above, the researcher concluded that the textbook is categorized “**sufficient**” and not relevant with the Psychomotor aspect and still less to fulfil the purposes of guiding the students to use their psychomotor ability to create something with their creativity.

C. Discussion

This part of the study is aimed to discuss the result of the study that has been collected from the textbook and basic competences using field notes. In addition, as it is explained in the previous chapter. The discussion is focusing on the relevance of the 2013 English basic competences to the materials in the textbook and describe how it is represented both, the basic competences and the textbook. The discussion is divided into two major points. The first is the conformity of the basic competences in the textbook to the basic competences in the syllabus of English curriculum 2013. This is conducted to figure out whether all of the basic competences in the textbook are conforming to the basic competences in the syllabus or not. The second is the conformity of the basic competences in the syllabus to the materials in the textbook. This is done to figure out what and how the materials in the textbook are conforming to the basic competences in the syllabus of English curriculum 2013.

1. Cognitive aspect (the third basic competence)

According to the tables presented in the chapter four, the third basic competences which objectives emphasize on cognitive domain are quite relevant with the 2013 English Standard Competence. There are thirty six tables for the third basic competences. There are twenty three tables which show the materials are relevant with the basic competences, these materials could fulfil objectives of the main topics, language features, and social functions stated. There are two tables which show the materials partly relevant with the basic competences, these materials

could only fulfil one objective or two objectives stated. There are eleven tables that show the materials are not relevant with the competences stated, these materials cannot fulfil all of the objectives.

In specific, from the 36 materials there are 23 (63,88%) materials that categorized to be relevant, 2 (5,55%) materials that categorized to be partly relevant, and 11(30,55%) materials that categorized to be irrelevant. The researcher conclude that the textbook is categorized “*Fair*” and relevant with the cognitive aspect and able to fulfil the purposes of the topic, language features, and social function of the ideal materials which are intended to be achieve by the students.

The disadvantages of this book is less systematic with 2013 curriculum syllabus. The materials is in the book has little difference with the syllabus. So there is sequence of content that is not appropriate in textbook. There is material (sub basic competence) in syllabus used spoken text but there is doesn't exist in the book, then there is materials which is not suitable with sub basic competence they are (3.1.2., 3.3.2., 3.3.4., 3.5.1., 3.5.2., 3.5.3., 3.8.1., 3.8.2., 3.9.1., 3.9.2., 3.9.3., 3.13.2 and 3.15.1). Researcher suggest the book writer add materials in the form of spoken material for material and add materials which are relevant with the materials and topic requires by sub basic competence.

The negative influence of it is the teacher was confused and students have to find own materials given by the teacher. Whereas for the positive influence, students was able to reduce the dependence on teacher

and familiarize students independently. It also support the principle of life long education.

According to those reasons, the researcher concluded that the textbook covers around 63,88% materials which are relevant with the cognitive domain and able to fulfill the purpose of the topic, language features, and social functions of the ideal materials which are intended to be achieve by student.

2. Phsycomotor aspect (the forth basic competence)

The forth basic competences which objectives emphasize on psychomotor domain are also not relevant with the 2013 English Standard Competence. There are thirty six tables for the fourth basic competences. There are eighteen four tables which show the materials are relevant with the basic competences, these materials could fulfil all of the indicators. There are nine tables which show the materials partly relevant with the basic competences, these materials occur in the textbook but cannot fulfil the indicators stated. There are nine tables that shows the materials are not relevant with the basic competences stated in the 2013 curriculum, these materials do not occur in the textbook.

In specific, from the 36 materials there are 18 (50%) materials that categorized to be relevant, 9 (25%) materials that categorized to be partly relevant, and 9 (25%) materials that categorized to be irrelevant. The researcher conclude that the textbook is categorized “*sufficient*” and irrelevant with the pshycomotor aspect and still less to fulfill the

purposes of guiding the students to use their psychomotor ability to create something with their creativity.

The disadvantages of this book is less systematic with 2013 curriculum syllabus. The materials in the book has little difference with the syllabus. So there is sequence of content that is not appropriate in textbook. There is material (sub basic competence) in syllabus used spoken text but there is doesn't exist in the book, then there is materials which is not suitable with sub basic competence they are (4.1.1., 4.1.3., 4.2.2., 4.3.1., 4.3.3., 4.10.1., 4.10.2., 4.10.3., 4.12.2., 4.3.2., 4.3.4., 4.6.1., 4.6.2., 4.6.3., 4.7.1., 4.9.1., 4.9.2., and 4.16.1.). Researcher suggest the book writer add materials in the form of spoken material for material and add materials which are relevant with the materials and topic requires by sub basic competence.

The negative influence of it is the teacher was confused and students have to find own materials given by the teacher. Whereas for the positive influence, students was able to reduce the dependence on teacher and familiarize students independently. It also support the principle of life long education.

According to those reasons, the researcher concluded that the textbook covers around 50% materials which are relevant with the psychomotor domain and able to fulfill the purpose of guiding the

students to use their phsycomotor ability to create something with their creativity.

According to the elaboration above, the materials in this textbook are enough relevant with 2013 curriculum, especially with the cognitive and the psychomotor aspects which achieved category “Fair” in the conformity of the relevance materials. From the research findings, the researcher concluded that the textbook were logic and can be implemented as a learning source in the classroom. Although it still needs some revision to make it better. The researcher suggests the book writer to increase and improve the materials in this book, especially in term of psychomotor domain.

The result of this study was also supported by some experts. They are Kamila’s (2014) and Ratih’s (2017). They study has similarity with my study. The similarity is both of them focus on the relevance between the material in textbook and basic competence in the 2013 curriculum in term of cognitive and phsycomotor domains and use the same research design also used same instrument that is observation checklist. Whereas the differences between the previous study is on their subjek and object of the study.

Bloom as cited in Forehand (2011, p. 2) states the learning level of cognitive domain, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Winecoff as cited in Setiawati (2015, p. 31) stated, the cognitive domain has six levels or categories around which learning outcomes and objectives can be developed. The levels proceed from the lowest – basic knowledge (recall of facts, events, term) to the highest – evaluation (informed judgment).

According to Anderson and Simpson as cited in Sitepu (2012, p. 96), psychomotor domain relates to the learner's skill, includes physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: Perception, set, guided response, mechanism, complex overt response, adaptation, and origination. These perspectives are based on the following two definitions. First, general, that 'psycho-motorics' is characterized by "the functional unity of psychological and motor processes, the close connection between the physical-motor and the mental-emotional" (Zimmer cited in Zoglowek & Heksandrovich, 2008, p. 22), and second, conceptual according to which "psycho-motorics' is characterized by a holistic-humanistic, development- and child-oriented form of movement education" (Kiphart cited in Zoglowek & Heksandrovich 2008, p. 18)

The result of their study showed that almost the cognitive more relevant than psychomotor. Whereas, in this study the researcher found that cognitive and psychomotor almost balanced in the materials, because the material in the textbook almost complete and appropriate on the curriculum 2013 in Indonesia.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher tells about conclusion and suggestion of what have been discussed in the previous chapters. The analysis in the previous chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teachers in choosing English textbook applied in the school.

A. Conclusion

The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. In terms of the relevance of the materials in the English students book “Mount : An English Book” with the main and basic competence three, there are 23 (63,88 %) materials are relevant, 2 (5,55 %) material is partly relevant, and there are 11 (30,55%) materials irrelevant. According to those findings, the researcher concluded that the textbook is categorized “**Fair**” which are relevant with the Cognitive domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.
2. In terms of the relevance of the materials in the English students book “Mount : An English Book” with the main and basic competence four, there are 18 (50%) materials which are relevant, 9 (25%) material which is partly relevant, and 9 (25%) materials which are irrelevant. According to those findings, the researcher concluded that the textbook is categorized “**Sufficient**” and not relevant with the Psychomotor domain and still less to fulfil the purposes of guiding students to use their psychomotor

ability to create something with their creativity which should be achieved by the students according to the syllabus.

B. Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. "Mount : An English Book" is new book and it is important to do the evaluation and there is still a few evaluation of this book. So the researcher hopes this study will be beneficial for everyone in research, especially in book analyze. After did the analysis, the researcher gives some suggestion for the english textbook writer, the english teacher, and the student researchers as follow:

(1) For the english teacher

This book have the complete explanation of the materials, in fact most of the materials in this book are not relevancy with 2013 curriculum. But for making it better as a teacher it will be better to find other textbook or find addition or supplementary textbook which is appropriate with 2013 Curriculum.

(2) For the Student

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials

which are taught in the school. The researcher suggests for the students that they should have a complement source of learning in order to get the complete explanation of the materials or the students can access learning materials are easily accessible on the internet as additional material to cover the shortcomings of the textbook.

(3) For the english textbook writers

The writer of this book should develop and improve the materials written in the book both in term of cognitive and psychomotor domains because the materials in the book just have 68,88% relevancy of cognitive domain whereas 50% relevancy of psychomotor domain. Those percentages shows that the book did not cover enough materials which can help the students to achieve the required English ability as the Eight Graders of Junior High School. If the teacher and the students only use this book as their main source of teaching and learning process, the researcher afraid if the students will fail in their study. So, the researcher suggest the writer of the book to improve and develop the materials written in this book as soon as possible.

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